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ABSTRACT

The purpose of this guide is to provide administrators and teachers who work in education programs for migrants with a tool which may be useful in guiding the development and appraisal of such programs. Objectives for migrant education programs and the criteria for program appraisal included in the guide have been developed through the efforts of teachers and migrant program directors who participated in the 1971 Indiana Workshop for Teachers of Migrant Children held at the Geneva Conference Center, Rochester, Indiana. The objectives and criteria for appraisal are not to be considered all inclusive but are suggestive as to areas of need in migrant education programs. Among the areas considered by the suggested approach to migrant education programs are health services, food services, parental and community involvement, and instruction. (LS)

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INDIANA MIGRANT EDUCATION PROGRAMS

A GUIDE FOR EDUCATIONAL PROGRAM OBJECTIVES AND APPRAISAL

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Introduction and Purpose

The purpose of this guide is to provide administrators and teachers who work in education programs for migrants, a tool which may be useful in guiding the development and appraisal of such educational programs.

The objectives for migrant education programs and the criteria for the appraisal of these programs included in the guide have been developed through the efforts of teachers and migrant program directors who participated in the 1971 Indiana Workshop for Teachers of Migrant Children held at the Geneva Conference Center, Rochester, Indiana. At this stage of development, the objectives and criteria for appraisal included in the "Guide" are not to be considered all inclusive, but suggestive, as to areas of need in migrant education programs.

Those who use the "Guide" are encouraged to add to, modify or make suggestions for changing the items comprising the various sections as a basis for refinement and further development of the Guide to enhance its usefulness.

The editors, Sciara and Shively, along with Miss Kay Stickle, Assistant Professor of Elementary Education at Ball State University provided the direction and coordination for the efforts of the workshop participant to develop the content for the Guide.

The format, compilation of material and appraisal framework have been developed by the editors in cooperation with the State Planning Committee for Migrant Education Programs.

Organization of the Guide

The unique environment in which the migrant resides, brought about by continual movement, barriers of language, and isolated sub-standard living facilities, has developed a situation of cultural and social isolationism for migrant people.

Due to this situation a comprehensive approach to the migrant education program which includes health services, food services, parental and community involvement as well as instruction, is considered necessary if migrant children and parents are to benefit from educational programs.

The content of the guide is presented in two basic parts:

Part I Objectives for Migrant Education Programs

Part II Criteria for Appraising Migrant Educational Programs

In the development of the objectives for migrant educational programs and also the criteria for appraisal of programs, the intent was that both would have applicability to the following three major types of migrant education programs being conducted in Indiana.

1. A summer school program operated for migrant children only.

2. Regular school terms in which the migrant children are integrated as much as possible into the regular school pattern.

3. A combination of Number 1 and 2 in which the special summer program is coordinated with and runs into the regular school term.

PART I

Objectives For Indiana Migrant Education Programs

The objectives for Indiana Migrant Education Programs are presented on the basis of the following format:

Section I National goals for Migrant Education

Section II Objectives for Migrant Education Programs with applicability to all grade levels.

Section III Objectives of the Migrant Education Program for grade level groupings as follows:

a) pre-school through second grade
b) third through sixth grade
c) seventh through twelfth grade

The national goals for migrant education were used as the starting point for the objectives developed.

Section I National Goals for Migrant Education

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skill necessary for varying situations.

2. Provide the migrant child with pre-school and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specially designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, prevocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interests communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectivenss of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting in-service and preservice workshops.

The objectives presented in Sections II and III are intended to be representative of major areas of concern and need which should be considered and met in the migrant education program.

Space has been provided following each major suggested objective so that teachers and directors of the various migrant programs in the state can list specific objectives and activities which may be appropriate to their individual program.

Section II General Program Objectives

1. To provide an effective learning environment through the development of meaningful parent-teacher-child understandings and relationships.

   A.

   B.

   C.

2. Provide an education and service activity which meets the needs of migrant children's physical and mental well-being.

   A. Schedule the State Board of Health Dental Unit to screen and service the dental and optical needs of children.

   B. Attempt to secure financial support from a local service club to off-set the cost of dental services not covered by the State Board of Health, Dental Unit.

   C. Secure the voluntary services of local physicians and nurses to give physicals, needed immunizations and make recommendations for needed medical treatment.

   D. Provide a Type A breakfast and lunch which:

      (1) considers their nutritional needs

      (2) introduces new types of food

      (3) considers the present diet preferences of the migrant

   E. Refer cases of psychological need to local mental health agencies as needed.

3. Provide for a satisfactory communication between the school personnel and parents.

   A. Making several visits to camps. This includes all staff.

   B. Bringing"Open House" to the camp at convenient time for parents rather than having it at school. Preferably Saturday or Sunday.

C. Informing parents of progress and accomplishments in school through visits to camp.

D. Having some part of picnic or dinner given to migrants with the aid of a community group or club.

E. Consulting parents about type of meals that their children would like to have and find out whether they are allergic to any of them.

4. To adequately record and relay vital and meaningful information with regard to a child's education, health and social well-being as he travels throughout the migrant stream.

A. Migrant record form should be recorded and transferred within 24 hours of his leaving the residence camp and school if this can be determined.

B. For the intrastate transfers, the sending school should keep more specific information about the child's levels and materials he has been using and forward them as soon as possible to the receiving school.

(1) Form to be established to list the materials and progression level of the child at the point of his departure.

(2) List the meaningful experiences the children have been involved with so as not to repeat such things as field trips and outside resource people.

(3) Leave a portion of the form to allow for teacher comments and pertinent information that could bring about better understanding of child's strengths and needs.

C.

5. To increase human relations among the staff and migrant children as a means of upgrading their teaching and understanding proficiency.

   A. Provide in-service training to staff preceding migrant program.

   B. Call on workers experienced in working with migrant people to offer suggestions and opinions.

   C. Provide for small staff group discussions to share feelings, opinions, prejudices, etc., and discuss how to overcome negative feelings and prejudices.

   D. Make frequent visits to the camps to become acquainted with environment of migrant children.

6. Develop parental awareness of need for educational involvement.

   A.

   B.

   C.

7. Develop community understanding of problems and needs of migrant children.

   A.

   B.

   C.

Section III Objectives for Grade Level Groupings

I Objectives Pre-school - Second Grade

1. Develop an effective ability to communicate verbally in English utilizing when appropriate the migrant child's own native language.

   A.

   B.

   C.

2. Develop meaningful interaction and social skills through the use of group activities.

   A.

   B.

   C.

3. Develop basic educational skills in or readiness for:

   A. Language

   B. Reading

   C. Mathematics

   D. Writing

4. Develop an awareness of and ability to cope with a changing community environment.

   A.

   B.

   C.

5. Aid in the physical and emotional development through use of sound health practices.

   A.

   B.

   C.

6. Develop a desire to learn and a personal responsibility for learning

   A.

   B.

   C.

II Objectives, Grades three to six

1. Provide the opportunity for each child to improve communication skills necessary for varying situations.

   A. Develop specific vocabulary through such activities as field trips, discussion, role playing and experience charts.

   B.

   C.

2. Provide specially designed programs in the academic discipline that will increase the migrant child's capabilities to function at a level concomitant with his potential.

   A.

   B.

   C.

3. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

   A. To help the children in planning activities about which they want to learn.

   B.

   C.

4. Provide learning activities that will improve the academic skills, pre-vocational orientation, and vocational skills of migrant children.

   A. To re-wire a plug to begin learning the use of electrical materials.

   B. To provide tools to build things and to build something.

   C.

5. Develop a mutual understanding and appreciation of cultural differences among children.

   A. To expose children to other ethnic groups, such as visiting with the Amish people.

   B.

   C.

III Objectives, grades seven to twelve

1. Develop an awareness and understanding of the education necessary for economic and social success.

   A.

   B.

   C.

2. Develop effective language and communication skills

   A.

   B.

   C.

3. Provide learning experiences as a basis for choosing an occupation.

   A.

   B.

   C.

4. Provide the migrant student the opportunity to develop desired vocational skills.

   A.

   B.

   C.

5. Provide the opportunity to develop needed social skills.

   A.

   B.

   C.

6. Develop an awareness, appreciation and pride in their culture and understanding of other cultures.

   A.

   B.

   C.

7. Develop in the migrant student the academic knowledge and skills commensurate with their interests and ability.

   A.

   B.

   C.

8. Provide the understandings and knowledge required for disengagement from the migrant stream.

   A.

   B.

   C.

9. Develop the knowledge, skills and understandings necessary for obtaining needed community services.

   A.

   B.

   C.

10. Develop and use desirable personal habits.

    A.

    B.

    C.

11. Develop the skills and knowledge needed to acquire (buying) (selling) needed goods and services.

A.

B.

C.

12. Develop a knowledge of and respect for regulatory personnel.

A.

B.

C.

PART II

Indiana Migrant Education Program Checklist

This checklist is designed to be used as a self-appraisal instrument of your migrant educational program. Please check all statements in the appropriate column and spaces. Supportive or explanatory statements of activities are to be listed following each criterion statement as desired.

I. General Information

1. Migrant Program Location_____

2. Please indicate the extent of checklist use by checking appropriate program area(s)

   A. Overall program _____

   B. Pre-school through second _____

   C. Grades three through six _____

   D. Grades seven through twelve_____

   E. Adult program _____

II Instruction - Does the migrant education program:

	Never	Occasionally	Usually
1. Reflect a curriculum with main emphasis on the development and improvement of each child's communication skills.			
2. Provide a program that meets social, physical, emotional, and intellectual needs of children.			
3. Include English as a second language as an important part of the curriculum.			
4. Include small group instruction to meet individual needs.			
5. Include a meaningful diagnostic testing program which consists of both standardized and informal assessments.			
6. Provide structure which allows the child to move from one achievement level to another.			
7. Emphasize the practical use of numbers and their relationship to real life situations as approaches for teaching arithmetical understandings.			
8. Show evidence of sensitive awareness on the part of the teacher toward the children.			
9. Reflect student atmosphere of enthusiasm and motivation for each learning experience.			
10. Provide evidence that the community has been included and involved in the resources used to enhance the learning experience.			
11. Reflect evidence of multi-sensory approaches to strengthen concepts and to make the learning process more meaningful.			

	Never	Occasionally	Usually
12. Emphasize previous and first-hand experiences to make the child's learning interesting and functional.			
13. Include an involvement of the child in a variety of experiences and projects to provide for special interest.			
14. Provide opportunities for small groups or committee work (pupil and teacher-aide directed) as well as total group instruction.			
15. Foster creativity in a variety of ways as through language, movement, construction, art, and music.			
16. Create an environment which encourages inquisitiveness within the individual.			
17. Provide a correlation with language arts in all instructional experiences, so as to develop greater competency in standard English fluency.			
18. Utilize the unit approach in social studies using multi-sensory materials to provide maximum perceptual input of learning.			
19. Foster knowledge and appreciation for the proud heritage which he has brought with him.			
20. Evidence maximum use of the teacher-aide in instruction-related activities, working directly with children.			
21. Foster tolerance, respect and appreciation of other cultures by each student.			

	Never	Occasionally	Usually
22. Evidence frequent and consistent use of quality audio-visual materials in the classroom.			
23. Provide interest centers with readily available materials to be used by the children.			
24. Focus upon functional, sequential and reasoning skills in learning as needed to build knowledge of concepts.			
25. Include and use a variety of manipulative objects to clarify learning concepts.			
26. Utilize both written tests and observable behavior changes of students as a way to evaluate effectiveness of learning activities provided, such as: a) number of students staying in school b) attendance habits c) extent of interaction and participation d) extent of clear correct use of language (1) mispronounced words (2) language patterns e) extent that desirable personnel habits are used. f) part-time jobs held g) number of vocational skills developed h) the extent that community services are used i) extent that laws are broken j) number of students who settle out. k) type of manners used in classroom and on field trips.			

	Never	Occasionally	Usually
III Health Services - Does the migrant education program:			
1. Provide a thorough physical examination attempting to identify conditions which impede learning including:			
A. Vaccinations	X	X	X
B. Immunizations			
C. Tuberculosis skin test			
D. Eye and ear tests			
2. Provide opportunities for:			
A. Baths and/or showers	X	X	X
B. Shampoos			
3. Include health records which are kept up to date and forwarded each time the child moves, with such information as:			
A. Weight			
B. Height			
C. Tetanus shots	X	X	X
D. Dental records			
E. Medical referrals and special health problems.			
F. Childhood diseases			
4. Make provisions for visits to families when necessary for follow-up on student health defects identified.			
5. Inform parents of available free health services to them.			

	Never	Occasionally	Usually
6. Provide first aid, both at school and for serious or extended cases, follow up aid at home or referral to appropriate sources for medical care.			
7. Provide for dental health. The mobile dental health units should be used for routine examinations and teeth cleaning. Other dental problems should be referred to a local dentist.			
8. Evidence a complete health-education program. Topics should include:			
A. Food habits and nutrition			
B. Parasites			
C. Hair care			
D. Personal Cleanliness			
E. Proper care of clothes			
F. Healthful environment and (home and camp conditions)			
G. Health services available.			
9. Make use of all possible materials including charts, movies, student participation, talks by people involved with health care and anything that can be utilized, to supplement the standard textbooks used.			

Never	Occasionally	Usually
X	X	X

	Never	Occasionally	Usually
2. Clothing services. Does the migrant education program:	X	X	X
A. Have clothing available to meet special needs and special situations			
B. Provide a learning situation for making, buying and maintaining clothing?			
(1) rummage sales			
(2) sewing classes for children and adults			
V. Staff and Time Utilization	X	X	X
1. Staff - Teachers. Does the migrant education program have teachers who:			
A. Exhibit empathy for the minority student, provide rich learning situations and individualized help, and have an understanding of their learning process?			
B. Provide instruction which starts where the child is to provide for his interest and needs?			
C. Serve as guides in supervising aides.			
D. Plan a program which fulfills cognitive affective, and psycho-motor needs?			
E. Implement programs which carry through on plans and are revised as necessary?			
F. Have concerns for health, welfare, and attendance, and utilize supportive services as needed.			
G. Makes home visitations to establish personal contacts with parents.			
H. Make daily evaluations of the program to fit emerging individual needs of children as well as a weekly assessment of children's progress.			
I. Know the migrant record transfer system and can keep records up-to-date and accurate.			

	Never	Occasionally	Usually
J. Attend in-service programs and profits from them.			
K. Has proper attitude for good rapport between aide and herself.			
L. Are aware of available community resources and uses them to the fullest extent.			
2. Staff-Teacher Aides. Does the migrant education program have teacher aides who:	X	X	X
A. Instructional Activities--			
(1) can add to cultural enrichment by supplementing music, art, and history of minority cultures.			
(2) are bilingual and can provide an opportunity for reinforcing English as a second language.			
(3) can assist in remedial instruction through application of appropriate materials for the child's level of ability.			
(4) can tutor in subject matter areas and can conduct meaningful drills.			
(5) can take responsibility for recreation and can lead children in outside and inside activities.			
B. Supportive Services			
(1) can assist in management and control of children on bus trips.			
(2) can conduct extra curricular activities which coordinate children's special programs.			

	Never	Occasionally	Usually
C. Various activities			
(1) know the migrant record transfer system and can keep records up-to-date and accurate.			
(2) attend in-service workshops for teacher-aides and profits from them.			
(3) has proper attitude for good rapport between teacher and herself.			
(4) are aware of available community resources and uses them to the full extent.			
(5) can help select, order, and utilize available audio-visual materials and equipment.			
(6) assist children in improving communications skills with help in written work, spelling, punctuation, and creative writing.			
3. Adults. Does the migrant education program utilize adults who:	X	X	X
A. Can serve on an advisory board consisting of community people and migrant bilingual parents.			
B. Can assist in providing cultural enrichment by relating to other ethnic groups			
C. Can serve as interpreters or be utilized in public relations capacity.			
D. Can provide assistance in counseling and guidance by assisting in screening students in need of available mental health services, health services or vocational opportunities.			

	Never	Occasionally	Usually
4. Volunteers. Does the migrant education program utilize volunteers who:			
A. Can assist as classroom helpers for special parties, excursions, etc.			
B. Can act as resource people in special areas.			
C. Can assist in community public relations to help everyone to better understand the migrant educational program.			
D. Can assist in extra curricular programs and in special programs at camp.			
E. Can assist in providing services for extra curricular activities such as food, transportation, and clothing, for migrant children and parents.			
5. Time Utilization. Does the migrant education program:			
A. Focus upon language development and reflect evidence of English as a second language for those children in need.			
B. Evidence an active-sedentary activity balance in the program.			
(1) have active facets of the program consisting of:			
(a) role-playing which develops an awareness of the interdependence of all people.			
(b) activities which help children to develop creative expression.			

	Never	Occasionally	Usually
C. Can serve as interpreters or be utilized in public relations capacity.			
D. Can provide assistance in counseling and guidance by assisting in screening students in need to available mental health services, health services or vocational opportunities.			
4. Volunteers. Does the migrant education program utilize volunteers who:	X	X	X
A. Can assist as classroom helpers for special parties, excursions, etc.			
B. Can act as resource people in special areas.			
C. Can assist in community public relations to help everyone to better understand the migrant educational program.			
D. Can assist in extra curricular programs and special programs at camp.			
E. Can assist in providing services for extra curricular activities such as food, transportation, and clothing, for migrant children and parents.			
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B. Evidence an active-sedentary activity balance in the program.			
(1) have active facets of the program consisting of:			
(a) role-playing which develops an awareness of the interdependence of all people.			

	Never	Occasionally	Usually
(b) activities which help children to develop creative expression.			
(c) music, for appreciation, relaxation, rhythmn development, etc.			
(d) art, to express feelings through various media.			
(e) field trips which are correlated with teaching units.			
(2) Have sedentary portions of the program consisting of:	X	X	X
(a) testing such as oral surveys, written tests, review and anecdotal records of the child's active participation in the classroom.			
(b) curriculum development which captures the interest of children.			
(c) rest time which gives the child an opportunity to relax and to be quiet.			
(d) eating so that child learns to eat foods familiar and strange, as well as practice table manners.			
(e) seatwork which is interesting, meaningful, and assists children in skill communication.			

	Never	Occasionally	Usually
VI Community Involvement. Does the migrant education program:			
1. Invite parents who can accompany teachers and children on field trips.			
2. Develop special program, conducted by the migrant children to show the parents what they have learned in school.			
3. Utilize parents who can provide assistance in teaching English to Spanish speaking children.			
4. Provide a fiesta, rummage sale or parent night as an approach for involvement.			
5. Consult parents as helpers in the selection and preparation of well-balanced meals.			
6. Articulate the efforts of churches and service clubs to relate to the problem of the migrants.			
7. Cooperate with the public health nurses to help with the health needs of the camp.			
8. Use community resource people whenever possible.			
VII Target Groups Services: Does the migrant education programs service the following groups?	X	X	X
1. Pre-preschool			
2. Pre-school			
3. Grades 1-6			
4. Teen-agers			
5. Young adults			
6. Adults			

APPENDIX A

Examples of a days program in
Migrant Education for various
grade groupings

EXAMPLE OF A DAYS PROGRAM IN MIGRANT EDUCATION FOR INTERMEDIATE GRADES 3 - 6

8:00 - 8:20	Opening Exercises - Sharing - Patriotic songs or appropriate individualized learning
8:20 - 8:30	Prepare for breakfast
8:30 - 8:45	Breakfast
8:45 - 8:50	Brush teeth
8:50 - 9:10) 9:10 - 9:30) 9:30 - 9:50)	Reading
9:50 - 10:10	Recess or P.E.
10:10 - 10:30) 10:30 - 10:50)	Oral Language and Listening
10:50 - 11:10	Writing
11:10 - 11:30	Spelling
11:30 - 11:35	Prepare for lunch
11:35 - 11:50	Lunch
11:50 - 12:10	Rest and story time
12:10 - 12:30	Playtime
12:30 - 12:40	Clean up and Rest room
12:40 - 1:00) 1:00 - 1:20)	Math Interest centers
1:20 - 1:40) 1:40 - 2:00)	Social Studies and Science
2:00 - 2:10	Snack time
2:10 - 2:30	Supervised play
2:30 - 2:50	Art/Music
2:50 - 3:00	Prepare for dismissal - review of day's work
3:00	Go Home

EXAMPLE OF A DAYS PROGRAM IN MIGRANT
EDUCATION FOR GRADES 7 - 12

8:30 - 9:30

A. Discussion with students concerning what they would like to be. Identification of interests.

9:30 - 10:30

B. Presentation of needed skills and knowledge for various occupations

10:30 - 11:30

C. Practical application of language, math, and reading skills.

1:00 - 4:00

D. Field trips to occupational areas of interest.

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